

Reidville Elementary

P.O. Box 189, 300 College Street
Reidville, SC 29375

Grades	PK-3 Elementary School	
Enrollment	369 Students	
Principal	Elizabeth Sima-Eichler	864-949-2388
Superintendent	Scott Turner	864-949-2350
Board Chair	Bo Corne	864-949-2350

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	47	19	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Excellent	N/A
2003	Excellent	Good	Yes
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	Yes

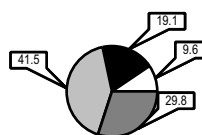
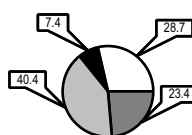
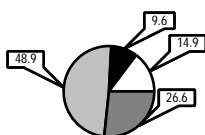
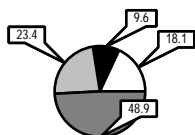
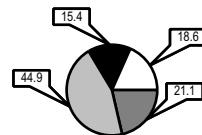
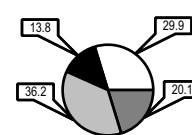
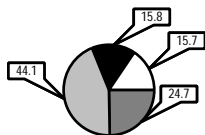
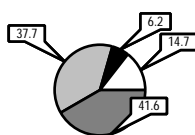
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	97	100.0	18.1	23.4	48.9	9.6	67.0	Yes	Yes
Gender									
Male	49	100.0	24.5	22.4	49.0	4.1	65.3		
Female	48	100.0	11.1	24.4	48.9	15.6	68.9		
Racial/Ethnic Group									
White	87	100.0	17.6	23.5	48.2	10.6	68.2	Yes	Yes
African American	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	80	100.0	9.1	24.7	54.5	11.7	75.3		
Disabled	17	100.0	58.8	17.6	23.5	0.0	29.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	97	100.0	18.1	23.4	48.9	9.6	67.0		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	96	100.0	18.1	23.4	48.9	9.6	67.0		
Socio-Economic Status									
Subsidized meals	32	100.0	16.1	35.5	45.2	3.2	58.1	I/S	I/S
Full-pay meals	64	100.0	19.0	17.5	50.8	12.7	71.4		

Mathematics – State Performance Objective = 36.7%									
All Students	97	100.0	14.9	48.9	26.6	9.6	56.4	Yes	Yes
Gender									
Male	49	100.0	18.4	46.9	28.6	6.1	55.1		
Female	48	100.0	11.1	51.1	24.4	13.3	57.8		
Racial/Ethnic Group									
White	87	100.0	14.1	47.1	28.2	10.6	58.8	Yes	Yes
African American	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	80	100.0	6.5	53.2	28.6	11.7	63.6		
Disabled	17	100.0	52.9	29.4	17.6	0.0	23.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	97	100.0	14.9	48.9	26.6	9.6	56.4		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	96	100.0	14.9	48.9	26.6	9.6	56.4		
Socio-Economic Status									
Subsidized meals	32	100.0	12.9	61.3	22.6	3.2	41.9	I/S	I/S
Full-pay meals	64	100.0	15.9	42.9	28.6	12.7	63.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	97	100.0	28.7	40.4	23.4	7.4	30.9
Gender							
Male	49	100.0	30.6	34.7	26.5	8.2	34.7
Female	48	100.0	26.7	46.7	20.0	6.7	26.7
Racial/Ethnic Group							
White	87	100.0	25.9	40.0	25.9	8.2	34.1
African American	7	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	80	100.0	20.8	45.5	26.0	7.8	33.8
Disabled	17	100.0	64.7	17.6	11.8	5.9	17.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	97	100.0	28.7	40.4	23.4	7.4	30.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	96	100.0	28.7	40.4	23.4	7.4	30.9
Socio-Economic Status							
Subsidized meals	32	100.0	32.3	48.4	12.9	6.5	19.4
Full-pay meals	64	100.0	27.0	36.5	28.6	7.9	36.5

Social Studies							
All Students	97	100.0	9.6	41.5	29.8	19.1	48.9
Gender							
Male	49	100.0	10.2	36.7	36.7	16.3	53.1
Female	48	100.0	8.9	46.7	22.2	22.2	44.4
Racial/Ethnic Group							
White	87	100.0	9.4	38.8	30.6	21.2	51.8
African American	7	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	80	100.0	2.6	42.9	35.1	19.5	54.5
Disabled	17	100.0	41.2	35.3	5.9	17.6	23.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	97	100.0	9.6	41.5	29.8	19.1	48.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	96	100.0	9.6	41.5	29.8	19.1	48.9
Socio-Economic Status							
Subsidized meals	32	100.0	9.7	54.8	22.6	12.9	35.5
Full-pay meals	64	100.0	9.5	34.9	33.3	22.2	55.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	78	98.7	9.2	27.6	50.0	13.2	63.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	97	100.0	18.1	23.4	48.9	9.6	58.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	78	100.0	9.1	57.1	27.3	6.5	33.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	97	100.0	14.9	48.9	26.6	9.6	36.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	97	100.0	28.7	40.4	23.4	7.4	30.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	97	100.0	9.6	41.5	29.8	19.1	48.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 369)				
First graders who attended full-day kindergarten	100.0%	Up from 96.3%	100.0%	100.0%
Retention rate	1.9%	Up from 1.0%	2.5%	3.0%
Attendance rate	96.3%	Up from 96.1%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.1%	Up from 0.0%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%	Up from 0.0%	2.7%	3.2%
Eligible for gifted and talented	9.1%	Down from 11.9%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.2%	Up from 5.2%	7.7%	8.2%
Older than usual for grade	0.3%	Down from 1.2%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	70.4%	Down from 73.1%	54.0%	52.6%
Continuing contract teachers	96.3%	Up from 92.3%	84.6%	83.3%
Highly qualified teachers	96.0%	Down from 100.0%	93.8%	93.5%
Teachers with emergency or provisional certificates	3.7%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	94.0%	Up from 87.7%	88.4%	87.0%
Teacher attendance rate	N/R	N/R	94.9%	95.0%
Average teacher salary	\$45,306	Up 3.8%	\$42,743	\$41,703
Prof. development days/teacher	12.0 days	Down from 13.1 days	12.1 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.5	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.9 to 1	19.8 to 1	18.8 to 1
Prime instructional time	N/R	N/R	90.2%	89.8%
Dollars spent per pupil*	\$6,689	Down 9.8%	\$5,779	\$6,242
Percent of expenditures for teacher salaries*	67.1%	Down from 68.5%	66.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Reidville Elementary School is proud of a very successful 2004-05 school year. We were able to provide a positive impact on student achievement by offering after-school tutoring for more than 30 students, free of charge. We were also able to extend the extracurricular opportunities for our students by continuing the following activities for selected students: a garden club, book club, drama club, writing club, gifted arts club, chorus, and a morning news show. The Reidville Kids' Garden Club, Reading Patch Club, Afternoon Authors, Creations, and the WRES News Show are just some examples of the collaborative effort between home, school, and community that make Reidville Elementary School students so successful.

At Reidville Elementary School, we believe parent and community involvement are critical to the success of our students. Our local fire department continues their tradition of joining our students for lunch weekly during the school year. Our annual Fall Festival, which involves the entire Reidville community, was an amazing success. Our parents came to school for our school-wide curriculum nights, including Rigby Reading Night and Math, Science, Technology Night. Finally, we honored our parents and community members with several appreciation efforts including the following: a volunteer appreciation breakfast, Doughnuts for Dads, Muffins for Moms, Grits for Grandparents, and a special breakfast for our local clergy. We also acknowledged our business partners, teachers, cafeteria staff, secretaries, and nurse with letters and gifts of appreciation and special projects completed by our students. Reidville Elementary is truly a school where our students experience the importance of community.

One of our greatest accomplishments this year was the awarding of a grant to include a full-time science coach on site next year. We are looking forward to providing inquiry-based learning activities in our lab and outdoor classroom, Sheppard's Walk. We are proud of our successes and excited about the future at Reidville Elementary School.

Dee Dee Washington, Principal

Gregg Gibson, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	84	72
Percent satisfied with learning environment	96.6%	96.3%	94.4%
Percent satisfied with social and physical environment	100.0%	96.4%	97.2%
Percent satisfied with school-home relations	100.0%	91.6%	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.